

ever, a very real dilemma facing colleges and universities in disclosing facts that reveal their weaknesses as well as their strengths.

Harold Orlans, an authority on consumer protection in postsecondary education, conceded in the *Chronicle of Higher Education* (November 18, 1974): "The cause of improved education would be enormously aided if some impartial yet fearless agency would issue vivid and candid reports on colleges and schools of the sort Consumer Union publishes on commodities."

Without leadership from the upper echelons of campus organizations, it cannot be expected that sources of limited authority (such as directors of admission, financial aid, or career planning) will unite to take action. The ponderous committee process on individual campuses and other complex means of establishing consensus are huge barriers to the consumer-oriented prospectus. Strong leadership must be exercised.

The practical problems of collecting and disseminating information to student consumers—with which the College Board itself has grappled for decades—will have to be given renewed emphasis. Some of these problem areas include:

- Choosing information and data that are truly significant from the student point of view.
- Insuring that data is accurate and supported by verifiable facts.
- Issuing information that is increasingly comparable to that available from other institutions.
- Developing techniques and standards for balancing biases of campus writers with the need for symmetry in behalf of students.
- Recognizing that the existence of improved information does not guarantee that students will actually read or use it properly, and that the real issue remains one of improved instruction in decision-making for students.

The opportunity and necessity to upgrade information available for student choice is a compelling one. The process is continual and directly related to the need for ongoing institutional self-study.

The inaction of colleges and universities invites outside intervention and student discontent. Intervention always causes distortion of objectives, and it frequently results in normative rather than substantive change. Action incurs the risk of disclosure of any sensitive information that portrays the campus in an objective manner; however, in reality there should be little fear in revealing facts about campus life-style, dropout rates, graduate job placement, or the essentials of financing an education at a particular campus. The point is that these facts should be weighed carefully before deciding on a course of action.

Overall, building a consumer-oriented prospectus will be costly, time consuming, and risky. However, the

process produces substantially more gains than losses. Both publishers and readers will develop a clearer understanding of what the campus really has to offer. When campuses are found to be particularly deficient in certain areas, these findings will obviously provide the incentive for improvement. Also, student consumers will obtain more pertinent and usable information, directly from the institution, without having to rely heavily on outside sources. While a somewhat risky venture for the institution, both student and campus stand to benefit from the emergence of consumerism in higher education—and the lack of candor which has prevailed during the past decades of growth will be met by reality. After all, reality is the state of having an actual existence—and the truth behind appearances. American higher education, in its written communications with the society and the individual learners it serves, could do no better than reflect such truthfulness. ♦

College Board Review Index

This index lists articles and authors published in *The College Board Review* in issues No. 93 (Fall 1974) through No. 100 (Summer 1976).

Articles are arranged by major subject, with earliest articles under each subject heading listed first, and in the authors' index alphabetically by author. Articles covering more than one subject appear under each appropriate subject heading. Figures after each entry indicate issue number and page number.

Previous indexes have been published in *The College Board Review* as follows: for issue No. 85 through 92—93:25; for issues No. 77 through 84—85:39; for issues No. 69 through 76—77:26; for issues No. 61 through 68—69:34; for issues No. 54 through 60—60:26; for issues No. 48 through 53—54:30; for issues No. 36 through 47—47:32; for issues No. 24 through 35—35:25; for issues No. 1 through 23—23:450.

Articles

Admissions

- AP Year in Utah—A Program of Acceleration for Gifted, College-bound Students, Darrell K. White, 93:7
- Getting Messages across the Diploma Divide, William Schreiner, 94:2
- Marketing Revisited: Clarifying Concepts and Strategies, Eugene H. Fram, 94:6
- New Perspectives on Admissions: A Management Approach to the Buyer's Market, William Ihlanfeldt, 96:22

- Foreign Stamps Don't Always Mean Foreign Students, Carlton L. Bentz and Stirling L. Huntley, 98:20
- Changing Enrollment Patterns—Changing Functions, Dorothy M. Knoell, 99:22
- Highlighting What's New in Admissions, Lucky Abernathy, 100:29
- College Transfer Students: New Faces, Old Problems, James L. Wattenbarger, 100:36

Curriculum

- Advanced Placement European History—Does evolution of a syllabus

ever, a very real dilemma facing colleges and universities in disclosing facts that reveal their weaknesses as well as their strengths.

Harold Orlans, an authority on consumer protection in postsecondary education, conceded in the *Chronicle of Higher Education* (November 18, 1974): "The cause of improved education would be enormously aided if some impartial yet fearless agency would issue vivid and candid reports on colleges and schools of the sort Consumer Union publishes on commodities."

Without leadership from the upper echelons of campus organizations, it cannot be expected that sources of limited authority (such as directors of admission, financial aid, or career planning) will unite to take action. The ponderous committee process on individual campuses and other complex means of establishing consensus are huge barriers to the consumer-oriented prospectus. Strong leadership must be exercised.

The practical problems of collecting and disseminating information to student consumers—with which the College Board itself has grappled for decades—will have to be given renewed emphasis. Some of these problem areas include:

- Choosing information and data that are truly significant from the student point of view.
- Insuring that data is accurate and supported by verifiable facts.
- Issuing information that is increasingly comparable to that available from other institutions.
- Developing techniques and standards for balancing biases of campus writers with the need for symmetry in behalf of students.
- Recognizing that the existence of improved information does not guarantee that students will actually read or use it properly, and that the real issue remains one of improved instruction in decision-making for students.

The opportunity and necessity to upgrade information available for student choice is a compelling one. The process is continual and directly related to the need for ongoing institutional self-study.

The inaction of colleges and universities invites outside intervention and student discontent. Intervention always causes distortion of objectives, and it frequently results in normative rather than substantive change. Action incurs the risk of disclosure of any sensitive information that portrays the campus in an objective manner; however, in reality there should be little fear in revealing facts about campus life-style, dropout rates, graduate job placement, or the essentials of financing an education at a particular campus. The point is that these facts should be weighed carefully before deciding on a course of action.

Overall, building a consumer-oriented prospectus will be costly, time consuming, and risky. However, the

process produces substantially more gains than losses. Both publishers and readers will develop a clearer understanding of what the campus really has to offer. When campuses are found to be particularly deficient in certain areas, these findings will obviously provide the incentive for improvement. Also, student consumers will obtain more pertinent and usable information, directly from the institution, without having to rely heavily on outside sources. While a somewhat risky venture for the institution, both student and campus stand to benefit from the emergence of consumerism in higher education—and the lack of candor which has prevailed during the past decades of growth will be met by reality. After all, reality is the state of having an actual existence—and the truth behind appearances. American higher education, in its written communications with the society and the individual learners it serves, could do no better than reflect such truthfulness. ♦

College Board Review Index

This index lists articles and authors published in *The College Board Review* in issues No. 93 (Fall 1974) through No. 100 (Summer 1976).

Articles are arranged by major subject, with earliest articles under each subject heading listed first, and in the authors' index alphabetically by author. Articles covering more than one subject appear under each appropriate subject heading. Figures after each entry indicate issue number and page number.

Previous indexes have been published in *The College Board Review* as follows: for issue No. 85 through 92—93:25; for issues No. 77 through 84—85:39; for issues No. 69 through 76—77:26; for issues No. 61 through 68—69:34; for issues No. 54 through 60—60:26; for issues No. 48 through 53—54:30; for issues No. 36 through 47—47:32; for issues No. 24 through 35—35:25; for issues No. 1 through 23—23:450.

Articles

Admissions

- AP Year in Utah—A Program of Acceleration for Gifted, College-bound Students, Darrell K. White, 93:7
- Getting Messages across the Diploma Divide, William Schreiner, 94:2
- Marketing Revisited: Clarifying Concepts and Strategies, Eugene H. Fram, 94:6
- New Perspectives on Admissions: A Management Approach to the Buyer's Market, William Ihlanfeldt, 96:22

- Foreign Stamps Don't Always Mean Foreign Students, Carlton L. Bentz and Stirling L. Huntley, 98:20
- Changing Enrollment Patterns—Changing Functions, Dorothy M. Knoell, 99:22
- Highlighting What's New in Admissions, Lucky Abernathy, 100:29
- College Transfer Students: New Faces, Old Problems, James L. Wattenbarger, 100:36

Curriculum

- Advanced Placement European History—Does evolution of a syllabus

mean revolution in the class room?, Mildred Alpern, 93:2
 Illiberal Education, Gary A. Knight and Peter Schotten, 97:6
 The Impact of Change on Curriculum Planning, Frank G. Dickey, 97:4

Financial Aid

Paying for College with Student Life Insurance, Joseph Jefferson and Walter H. Moulton, 93:18
 Parents' Reports of Income—How Accurate Are They?, James L. Bowman, 94:9
 Special Review Supplement: css—Measuring Need vs. Meeting Need, James E. Nelson, 94:14
 Collection of University Loans: A New Alternative, John C. Seals, 95:6
 No-Need Scholarships: What 859 Colleges Said about Granting Money to Students without Regard to Financial Need, Robert Huff, 95:13
 Federal Financial Aid Funds—Are Two-year Colleges Being Short-changed?, Lawrence E. Gladieux, 96:10
 Loans to Parents—A Means of Enhancing the Finance of Postsecondary Education, James L. Bowman and D. Bruce Johnstone, 98:24
 What 250 Students Say About Financial Aid Problems, css Student Advisory Committee, 100:14

Guidance

Reader Forum: Bridging the High School-College Gap, Thomas D. La Baugh, 93:22
 Getting Messages across the Diploma Divide, William Schreiner, 94:2
 Education and Work—the New Partnership, Terrel H. Bell, 95:22
 Learning to Decide: New Way to Counsel Nontraditional Students, Sandra Bromfield and James A. Kilmurray, 100:26

Minority Students

Equal Access in Higher Education: Choice as Well as Access, Richard E. Pesqueira, 97:10

Miscellaneous

Getting Messages across the Diploma Divide, William Schreiner, 94:2
 The Buckley Amendment: Understanding It, Living with It, Alfred B. Fitt, 96:2
 Reader Forum: Grades—Inflated, Skewed, or Both? Robert A. Scott, 96:6
 International Education: An agenda for Global Interdependence, Stephen K. Bailey, 97:2
 Illiberal Education, Gary A. Knight and Peter Schotten, 97:6
 Equal Opportunity in Higher Education: Choice as Well as Access, Richard E. Pesqueira, 97:10
 The Search for Purpose in American Education, R. Freeman Butts, 98:2
 Community-based Instruction: Victim of Economics, Tradition, and Politics?, Richard H. Hagemeyer, 99:10
 Staff Development: A New Priority for the Seventies, Terry O'Banion, 99:26

The Value of College as Seen by a Non-Economist, Harold Howe (II), 100:6

Nontraditional Study

Special Review Supplement: The Liberal Arts College and The Experienced Learner—A Report from the Office of New Degree Programs, John A. Valentine, 93:10
 Translating Work Experience into College Credit, Amiel T. Sharon, 94:18
 Nontraditional Learning: Diversity Plus Two—The External Degree, John R. Valley, 96:16
 Special Supplement: "... no matter where you learned it," The Ten-year Promise of the College-Level Examination Program, Jack N. Arbolino, 99:13
 Learning to Decide: New Way to Counsel Nontraditional Students, Sandra Bromfield and James A. Kilmurray, 100:26

Research in Education

AP Year in Utah—A Program of Acceleration for Gifted, College-bound Students, Darrell K. White, 93:7
 Special Review Supplement: The Liberal Arts College and The Experienced Learner—A Report From the Office of New Degree Programs, John A. Valentine, 93:10
 Reader Forum: Bridging the High School-College Gap, Thomas D. La Baugh, 93:22
 Translating Work Experience into College Credit, Amiel T. Sharon, 94:18
 Commuting College Students—The Neglected Majority, Lore Jarmul and Irving L. Slade, 95:16
 Reader Forum: Grades: Inflated, Skewed, or Both?, Robert A. Scott, 96:6
 Federal Financial Aid Funds—Are Two-year Colleges Being Short-changed?, Lawrence E. Gladieux, 96:10
 New Perspective on Admissions: A Management Approach to the Buyer's Market, William Ihlanfeldt, 96:22
 Equal Opportunity in Higher Education: Choice as Well as Access, Richard E. Pesqueira, 97:10
 Positioning the Community College, Edmund J. Gleazer Jr., 99:1
 Beyond Education for All—Toward Education for Each, K. Patricia Cross, 99:5
 Changing Enrollment Patterns—Changing Functions, Dorothy M. Knoell, 99:22
 Staff Development: A New Priority for the Seventies, Terry O'Banion, 99:26
 Is Regulation Strangulation?, Charles B. Saunders Jr., 100:2
 College Transfer Students: New Faces, Old Problems, James L. Wattenbarger, 100:36

Student Attitudes

Getting Messages across the Diploma Divide, William Schreiner, 94:2
 A Whole New Scene, James C. Ross, 96:26

Authors

Abernathy, Lucky, Highlighting What's New In Admissions, 100:29
 Alpern, Mildred, Advanced Placement European History—Does Evolution of a Syllabus Mean Revolution in the Classroom?, 93:2
 Arbolino, Jack N., Special Supplement: "... no matter where you learned it," The 10-year Promise of the College-Level Examination Program, 99:13
 Bailey, Stephen K., International Education: An Agenda for Global Interdependence, 97:2
 Bell, Terrel H., Education and Work—The New Partnership, 95:2
 Bentz, Carlton L. (with Stirling L. Huntley), Foreign Stamps Don't Always Mean Foreign Students, 98:20
 Bowman, James L., Parents' Reports on Income—How Accurate Are They?, 94:9
 Bowman, James L. (with D. Bruce Johnstone), Loans to Parents—A Means of Enhancing the Finance of Postsecondary Education, 98:24
 Bromfield, Sandra (with James A. Kilmurray), Learning to Decide: New Way to Counsel Nontraditional Students, 100:26
 Butts, R. Freeman, The Search for Purpose in American Education, 98:2
 Cross, K. Patricia, Beyond Education for All—Toward Education for Each, 99:5
 css Student Advisory Committee, What 250 Students Say About Financial Aid Problems, 100:14
 Dickey, Frank G., The Impact of Change on Curriculum Planning, 97:14
 Fitt, Alfred B., The Buckley Amendment: Understanding It, Living with It, 96:2
 Fram, Eugene H., Marketing Revisited: Clarifying Concepts and Strategies, 94:6
 Gladieux, Lawrence E., Federal Financial Aid Funds—Are Two-year Colleges Being Short-changed?, 96:10
 Gleazer Jr., Edmund J., Positioning the Community College, 99:1
 Hagemeyer, Richard H., Community-based Instruction: Victim of Economics, Tradition and Politics?, 99:10
 Howe (II), Harold, The Value of College as Seen by a Non-Economist, 100:6
 Huff, Robert, No-Need Scholarships: What 859 Colleges Said about Granting Money to Students without Regard to Financial Need, 95:13
 Huntley, Stirling L. (with Carlton L. Bentz), Foreign Stamps Don't Always Mean Foreign Students, 98:20
 Ihlanfeldt, William, New Perspectives on Admissions: A Management Approach to the Buyer's Market, 96:22
 Jarmul, Lore (with Irving L. Slade), Commuting College Students—The Neglected Majority, 95:16
 Jefferson, Joseph (with Walter H. Moulton), Paying for College with Student Life Insurance, 93:18
 Johnstone, D. Bruce (with James L. Bowman), Loans to Parents—A Means of Enhancing the Finance of Postsecondary Education, 98:24
 Kilmurray, James A. (with Sandra Bromfield), Learning to Decide: New Way to Counsel Nontraditional Students, 100:26
 Knight, Gary A. (with Peter Schotten), Reader Forum: Illiberal Education, 97:6
 Knoell, Dorothy M., Changing Enrollment Patterns—Changing Functions, 99:22
 La Baugh, Thomas D., Reader Forum: Bridging the High School-College Gap, 93:22
 Moulton, Walter H. (with Joseph Jefferson), Paying for College with Student Life Insurance, 93:18
 Nelson, James E., Special Review Supplement: css—Measuring Need vs. Meeting Need, 94:14
 O'Banion, Terry, Staff Development: A New Priority for the Seventies, 99:26
 Pesqueira, Richard E., Equal Opportunity in Higher Education: Choice as Well as Access, 97:10
 Ross, James C., A Whole New Scene, 96:26
 Saunders Jr., Charles B., Is Regulation Strangulation?, 100:2
 Scott, Robert A., Reader Forum: Grades—Inflated, Skewed, or Both?, 96:6
 Schotten, Peter (with Gary A. Knight), Reader Forum: Illiberal Education, 97:6
 Schreiner, William, Getting Messages across the Diploma Divide, 94:2
 Seals, John C., Collection of University Loans: A New Alternative, 95:6
 Sharon, Amiel T., Translating Work Experience into College Credit, 94:18
 Slade, Irving L. (with Lore Jarmul), Commuting College Students—The Neglected Majority, 95:16
 Valentine, John A., Special Review Supplement: The Liberal Arts College and the Experienced Learner, 93:10
 Valley, John R., Nontraditional Learning: Diversity Plus Two—The External Degree, 96:16
 Wattenbarger, James L., College Transfer Students: New Faces, Old Problems, 100:36
 White, Darrell K., AP Year in Utah—A Program of Acceleration for Gifted, College-Bound Students, 93:7